

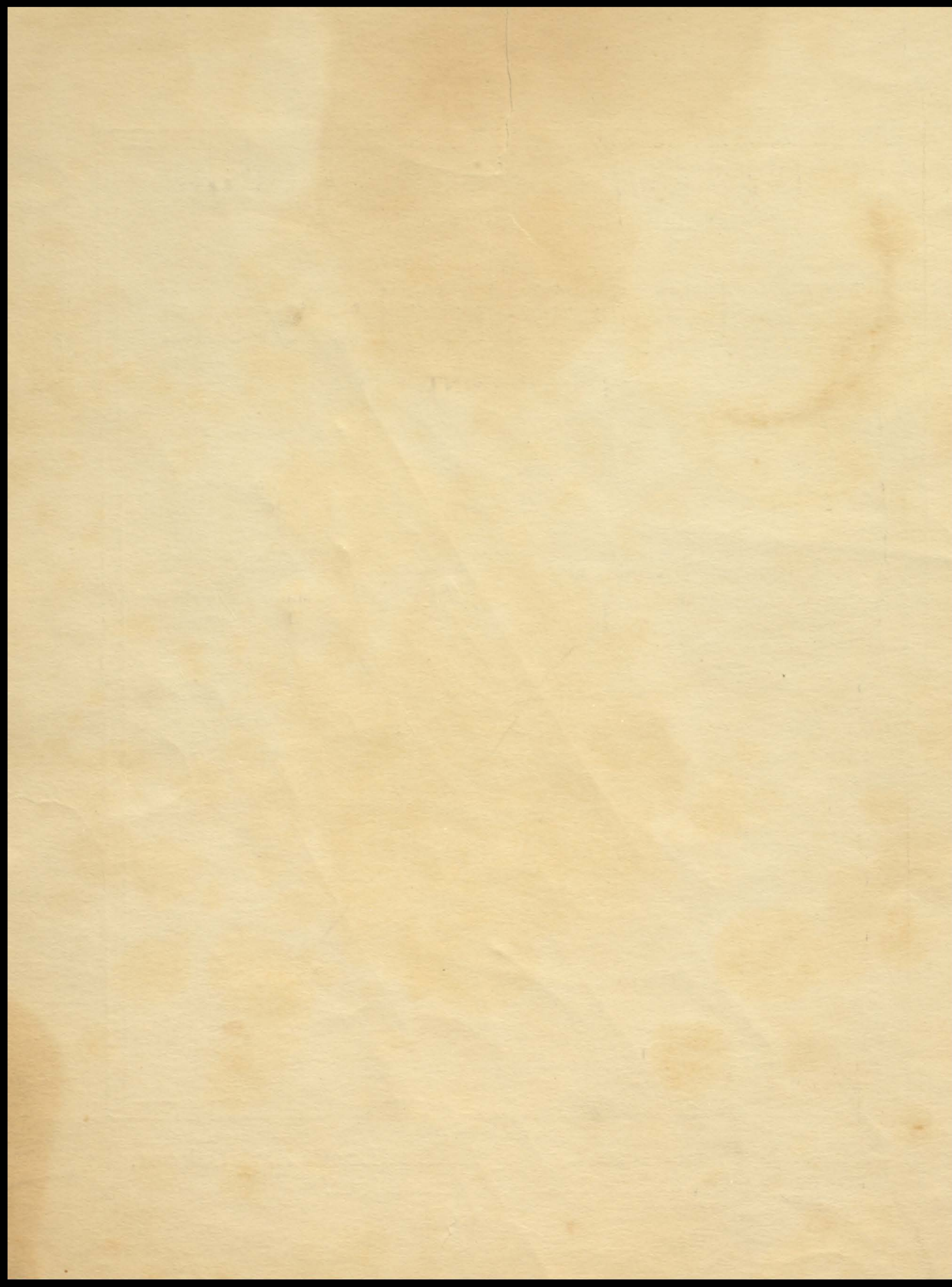
# The High School Herald



Vol. XV. No. 3.

June, 1925

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Windsor Locks, Connecticut.





# The High School Herald

WINDSOR LOCKS, CONN.

for

## June, 1925

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## Dedication

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This issue of THE HERALD is gratefully dedicated to the Faculty of the Windsor Locks High School in appreciation of their interest and assistance.

THE HERALD BOARD.

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*To the Subscribers and Undergraduates:*

We thank you all for your cooperation and efforts in making our School Paper a success.

CIRCULATION MANAGER AND ASSISTANTS.



*To the Advertisers:*

The Business Board desire to express their gratitude for the assistance rendered in making possible all issues of THE HERALD.

BUSINESS MANAGER AND ASSISTANTS.

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# THE SENIOR CLASS OF '25.

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## KENNETH BURWOOD

Participated in Junior Prize Essay Contest '24. Athletic Editor '25. Member Baseeball Team '25. Ticket Committee Senior Play '25. Class Will, Class Night.

"His harp, his story and his lay  
Oft' aid the idle hours away."



## PETER CERRI

"Pete"

Assistant Business Manager Herald Board '24. Baseball '25. Ticket Committee Senior Play '25. Class Editor '25. Prophecy on Prophet, Class Night.

"And soon in merry wassail he,  
The life of all their revelry."



## GEORGE CHESNALEVICH

"Neptune"

Participated in Junior Prize Essay Contest 24. Debating Society '25. Member cast Senior Play '25. Class Poem, Class Night.

"Blue eyes and hair of golden sheen  
And lofty soul."





FRANCIS DRAGHI

"Blackie"

Class President '24. Second Prize Junior Essay Contest '24. Business Manager Herald Board '25. Debating Society '23-'25. Member cast Senior Play '25. President Activity Association '25. Oration, Class Night.

"He knows the joy of smiling and making other people smile."



MARY DUGGAN

"Mae"

Glee Club '21-'24. Participated in Junior Essay Contest '24. Class Treasurer '24. Debating Society '25. Play committee '25. Member cast Senior Play '25. Typist on Herald Board '25. Class Song '25. Gift to School, Class Night.

"Her heart is like a garden fair  
Where many pleasant blossoms grow."



JOSEPHINE FREY

"Joe"

Orchestra '22-'23. Assistant Circulation Manager '24. Participated in Junior Essay Contest '24. Member cast Senior Play '25. Debating Society '25. Class Secretary '25. Dance Committee '25. Class History, Class Night.

"A kindly smile to all she lent."



## ARLENE HANCOCK

"Peanut"

Class Treasurer '22-23. Second Prize Build-and Loan Contest '23. Vice-President '24-'25. Debating Society '24-'25. First Prize Junior Essay Contest, '24. Usher Senior Play '24. On Ticket committee and Property Manager Senior Play '25. Editor-in-Chief Herald Board '25. Acceptance of Gift '24. Salutatory, Graduation.

"Virtue could see to do what Virtue would by her own radiant light."



## NATALIE KLEMAS

"Nat"

Entered as Sophomore '23. Glee Club '24-'24. School Editor '24. Member of Debating Society '24-'25. On Dance Committee '25. Participated in final debate. Valedictory, Graduation.

"A dancing shape, an image gay,  
To haunt, to startle and waylay."



## JOSEPH LODOLA

"Gazoopy"

Glee Club '22. Orchestra '22-'23. Assistant Business Manager '22-'25. Class Secretary '24. Member Baseball Team '25. Member cast Senior Play '25. Advice to Undergraduates, Class Night.

"There is music in his soul."





MARY LONGO

"Slippery"

Entered as Senior '25. Member of Debating Society '25. On Play committee '25. Member cast Senior Play '25. Participated in final debate. Statistics, Class Night

"What ho, my jovial mates! Come on! we'll frolic it  
Like fairies frisking it in the merry sunshine."



CLARA MATHER

"Bobby"

Glee Club '21-'24. Participated in Junior Essay Contest '24. Dance Committee '25. Member cast Senior Play '25. Debating Society '25. Typist on Herald Board '25. Class Treasurer, '25. Gifts, Class Night.

"She is meek and soft and maidenlike,  
A young woman fair to look upon."



AUGUST MIDDEN

"Speed"

Basketball '22-'24. Response to Advice '24. Athletic Editor '24. Baseball '23-'25. Typist on Herald Board '25. Class President '25. Member cast Senior Play '25 Address of Welcome, Class Night.

"For the good are always merry."



AMY MORELL

"Amos"

Usher Senior Play '24. Ticket Committee and Property Manager Senior Play '25. Typist on Herald Board '25. Debating Society '25. Statistics, Class Night.

"Maiden with meek brown eyes  
In whose orbs a shadow lies,  
Like dusk in the evening skies."



FRANCIS O'LEARY

"Frankie"

President '21-'22. Baseball '23-'24. Class Editor '24. Participated in Junior Essay Contest '24. Captain Baseball Team '25. Assistant Editor '25. Member Debating Society '24-'25. Member cast Senior Play '25. Winning debater '25. Class Prophecy, Class Night.

"Still art thou Valor's venturous son!"



ANNA SWEENEY

Anna

Vice-President '22-'23. Glee Club '22-'24. Assistant Circulation Manager '24. Debating Society '24-'25. Participated in Junior Essay Contest '24. Member cast in Senior Play '25. Play Committee '25. Participated in final debate. Circulation Manager '25. Essay on Motto, Class Night.

"A full, rich nature, free to trust  
Impulsive, earnest, prompt to act  
And make her generous thought a fact,"





## CLASS DAY EXERCISES.

### ADDRESS OF WELCOME.

Members of the School Board, Superintendent, Principal, Teachers, Undergraduates, Parents and Friends:—

In behalf of the Graduating Class of 1925, I wish to express our thanks for your presence here to-night and welcome you to our commencement exercises.

It has been our pleasure to attend the Windsor Locks High School for four years from which we shall be graduated to-morrow evening. The four years which we have spent here, we may assure you have been four years of our life that we shall long remember. While at High School we have come to know the value of friendship and co-operation shown to us by our teachers and schoolmates.

When we leave to-morrow evening there will be sorrow in our hearts for this will end our happy schooldays here together.

To-night you are to hear of the merrier side of our school life and to-morrow night, of the more serious side.

As members of the Senior Class, we welcome you here to our Class Day exercises and we shall endeavor to make Windsor Locks High School proud of the Class of 1925.

A. Midden, '25.

—(o)—

### CLASS HISTORY.

On September 6, 1921, we began our studies as Freshmen of the Windsor Locks High School. After some confusion we found our way to the Main Room. The teacher, Miss Long, counted heads and found us to be fifty-two in number. We were the largest class that had ever entered and we felt very important.

On October 15, a class meeting was called and the following officers were elected: Francis O'Leary, President; Anna Sweeney, Vice-President; Charles Albani, Secretary; and Arlene Hancock Treasurer.

On December 23, we gave our first rhetorical program. It was our first ap-

pearance before the school assembly and we were very nervous. Frequent occasions in which we have participated since then, have helped most of us to overcome this nervousness.

As Freshmen we were very much interested in the high school graduation exercises because we hoped in three years more that we would be in the coveted position of graduates.

The following September thirty pupils from our class returned as Sophomores. Because of the great number it was impossible for all of us to have the Physics Room as our class room. Some of our classmates were placed in charge of Miss Olive Doherty in the French Room. The upper classmen immediately felt it their duty to name us the "Silly Sophs."

On November 29, we gave a Thanksgiving Program. We spoke with much greater ease than we did when we were "Freshies."

On one of the coldest nights of the winter our class went on a sleighride to Thompsonville. We stopped at the Palace of Sweets for refreshments. If the old saying of "Practice makes perfect" is true we surely knew by heart the old song, "Forty-nine bottles hanging on the wall," which we sang all the way home.

The rest of the year was uneventful for our class.

Our Junior year opened on September 17, 1923. Mrs. Leary welcomed us, seventeen jolly Juniors to the Bookkeeping Room. In the latter part of October we held a class meeting and elected the following officers: Francis Draghi, President; Arlene Hancock, Vice-President; Joseph Lodola, Secretary; May Duggan, Treasurer.

During the year we lost four of our members, Doris Mather, Victoria Sabonis, John Bercury, and Harry Wadsworth.

On March 4, we gave our Junior Whist which turned out to be very successful.

Our Junior Prize Essay Contest took place in Memorial Hall on May 13. Arlene Hancock received first prize, and Francis Draghi, second.



During our entire year we kept the hundred per cent. saving's banner.

At graduation time we did our best to aid the Senior Class by decorating the hall and by doing whatever we could.

Our school year closed June 19, for the summer vacation.

Our Senior year opened with a membership of fifteen. We felt proud to think we were the leading class of the school, and gladly occupied Room 10, now known as Room 3.

On September 25 we called a class meeting and the following officers were elected: August Midden, President; Arlene Hancock, vice-president; Josephine Frey, Secretary; and Clara Mather, Treasurer. We chose Old Rose and Silver for our class colors and Sweet Peas, for our class flower.

In the latter part of October we selected our class ring from O'Neil & Cassella. We received our rings during the Christmas vacation and we are very much pleased with them.

On October 27, we presented a rhetorical program in honor of the birthday anniversary of Theodore Roosevelt.

We were sorry to lose one of our classmates, Sylvia Burbank, but later we welcomed Mary Longo to our class, so that our number remained the same.

Our Class had a sleighride party to Thompsonville January 22. On our way home we stopped at Mrs. Leary's for refreshments.

In the latter part of January, our President, August Midden, called a meeting for the purpose of making plans for our whist and dance. We held the Whist February 3rd and had a large attendance. The girls sold home-made candy.

On February 13, we gave our Valentine Dance in Memorial Hall. The class, with the assistance of the teachers, decorated the hall.

On May 22, we presented our Senior Play, "Miss Buzby's Boarders." It was largely attended and financially successful.

Two class parties were given during the year.

On June 6, five of the Senior Class participated in the final debate.

All through the month of June we have been very busy sitting for our pictures and preparing for graduation.

Josephine Frey, '25.

## CAPITAL PUNISHMENT.

One of the greatest problems in the country to-day is that of Capital Punishment. This subject is one which has occupied the minds of people for centuries. Ideas, in regard to law, have changed, but Capital Punishment has not been abolished. This problem is of very great importance—of nation-wide importance because it is felt very keenly by all.

Is Capital Punishment a wise public policy? The answer is not an easy one. If we were to follow the dictates of our sympathetic hearts and act according to the natural impulses of a human being we should be likely to say Capital Punishment should be abolished.

Everyone is familiar with that law of God and that law of State which is, "Thou shalt not kill." If the murderer intends to kill, we would say that the murder is premeditated and was deliberately committed and if that state of mind is found to have been present in the murderer he shall be dealt with according to the law.

Is there anything unnatural about a sovereign State making its citizens obey the law? We must not merely make a law but we must enforce that law. If some penalty for non-obedience is absent, the law is a senseless and meaningless thing. Those who would abolish Capital Punishment would as much as say to the murderer, "You have taken away the life of one who had the right to live. You shall be tried and the State will see that you are defended by an able lawyer, if you have no means to employ one for yourself. You shall not forfeit your life in return for the one you have taken. You will be given light labor, a few hours each day, and in the evenings you will be provided with entertainment." And who pays for all this? The people who obey the laws must pay for the upkeep and entertainment of the State's wards.

If an individual were to be murdered, and he were told that his life was in imminent danger, would he not slay, in self-defense, the one who was going to kill him? Now if that man, as an individual, has the right to slay in self-defense, why has not the State, which is nothing more than an aggregation of individuals, the same right to defend itself, against unjust aggression and unjust attack. Should we question the right of a State to kill in protection of its citizens?



Why should this right be questioned, when it seeks to protect its citizens and their lives and property against unjust aggression? With the growth of civilization the citizens have given many of their privileges and powers to the care of the State. We say the State and the Republic will protect our rights and it is unto the hands of the State that we leave the murderer.

Judge Alfred J. Talley, a member of the Court of General Sessions of New York said, "Those who would seek to take away from the State the power to impose Capital Punishment seek to despoil the symbol of Justice. They would leave in her hand the scales that typify that in this country at least all are equal before the law and that scales must never tip from one side to the other, loaded on either side with the power or influence of the litigant that comes to the temple of Justice. They would leave over her eyes the bandage that typifies that she must be no respecter of persons, but they would take from her hand the sword, without which the other symbols would be meaningless things. For if Justice has not the right to enforce her edicts and her mandates, then her laws may be lost upon a senseless people."

Is life imprisonment a good substitute for Capital Punishment? The average person would say, "Yes," but after it is removed the very advocates of doing away with it would be the first to argue that it is more cruel than Capital Punishment.

In the statements above I have given some arguments in favor of Capital Punishment but let us consider reasons for its abolition.

After the war authorities have claimed that the death rate from crime, has increased because people have learned to kill. Is not our government in part responsible? If an individual is to respect human life, then the State should set an example by discontinuing Capital Punishment. It has been stated that because of the higher degree of equality in our own country homicide is more frequent than in Europe.

If we want to get rid of the murderer by Capital Punishment because he is so terrible, why not have a punishment which is terrible? There is no physical torture in electrocuting or hanging because it lasts only a short time. As a preventative of crime Capital Punishment is nothing more than a stimulant.

Do we not consider savage the punishments of a few hundred years ago? If

we could live at that time would we not abolish those cruel, savage punishments? Do we not think those means of revenge are barbaric? But what about two or three centuries from now. Will not the future generations term our method of punishment "barbaric?" Are we barbarians? We don't like to be called such. We talk of murder in the first degree. What is murder in the first degree? It is cruel, calculated, cold-blooded killing of a fellow man. It is the most wicked of crimes. Is the State guilty of it every time it executes a human being? With the growth of civilization the criminal law should become civilized. It is true that the victims of the death penalty are sometimes innocent and that their execution has prevented justice from ever being done. Cruel, calculated, cold-blooded killing has no place in the practices of a civilized community. Does not murder by the State belong to the savage past?

Prevention of crime never can be accomplished by the severity of the punishment. There is no logic in the argument that murder must be punished by murder. Such punishment is nothing but legalized revenge and revenge does not suppress crime. It stimulates crime. Furthermore an eye for an eye and a tooth for a tooth and a life for a life is not the teaching of Christ, and should not be in the law in a Christian community. There is little reasoning in the argument that frightful punishment prevents crime through fear of consequences. Crime is suppressed by civilization not by savagery.

Education, enlightenment and social conditions eliminate crime which is generally born in ignorance, poverty, evil circumstances and vicious surroundings.

Clarence Darrow, the famous criminal lawyer, says that the solution to the crime problem is to educate the children to fit life and its problems.

One who likes to see suffering, out of what he thinks is righteous indignation will hold fast to Capital Punishment, but one who has sympathy, kindness and understanding will hate it and detest it as he hates and detests death.

Here are two illustrations to show that the people of the United States are not yet prepared to take a definite stand on this question. The first example is the Leopold and Loeb case. It was the general cry of the public that they should die. The fact that they were wealthy increased the prejudice of the people and that was all the more



reason why it was thought they should die. Such cases as this will help to keep Capital Punishment in force. The second example is the Cavalier case down in Pennsylvania. William Cavalier, aged fifteen years, lived in the most squalid poverty since infancy. He was hungry and undernourished most of the time and was not taught the things children should be taught. He was sentenced to die and thousands of letters poured in from all over the country, begging and pleading for his release. It was proved that insanity runs in the family and he was found to be mentally deficient. Therefore, he was an object of heredity and environment. Instead of being killed he should be put into a hospital for the feeble minded. Mercy and common sense should go hand in hand with any law. Surely such cases as this will help to abolish Capital Punishment more quickly than anything else in the world.

President Coolidge, in his memorial address, at Arlington, said, "There is no use disguising the fact, as a nation, that our attitude towards the prevention and punishment of crime needs more serious attention."

This great question is a two-sided one, and when one thinks it over it is very difficult to come to any definite conclusion.

If there is a solution to this great national problem, it can only be found by hard and diligent study of the subject and by weighing the facts carefully.

Francis J. Draghi, '25.

———(o)———

### EFFICIENCY VERSUS SUFFICIENCY.

A person has attained to the point of sufficiency when he accomplishes the work assigned to him daily and is able to hold his position. But the one who shows efficiency is he who brings all his power to bear promptly on the thing to be done and therefore does his work in the best manner of which he is capable. His work is so satisfactory to his employer that it becomes essential to the business. He, who knows all he can about his work and puts his whole soul into it is sure to succeed. Some one has said a person should have his eye on three jobs, or in other words, he should make the most of his present position, look forward to his advance, and assist the person in the position below him.

Let us suppose a business man wishes to

secure an office assistant. He tries out a number of girls in the position but retains the one who does her work in the most satisfactory way. She is successful because she is interested in her work and takes the responsibility as though she were manager. In many cases one person does as much as another but advancement is for the one who has done not only the required amount of work but has performed it efficiently.

The first quality a young person needs is industry. Industry is the quality or habit of attention or devotion to any useful or productive pursuit, work or task. To be able to do a thing well is a great asset. Upon leaving high school young people should apply themselves to their particular line of work and strive to become efficient in it. The man who reaches the top is he who proves himself efficient in every task he is given and has earned his advancement. Changing from one position to another without becoming efficient in any, and working just for the day's pay, have caused many to become "jacks of all trades and good at none."

The path to efficiency and success has many ups and downs. Our progress depends upon how we overcome these obstacles and strive to improve our work by profiting by our mistakes. Benjamin Franklin gained power and success by diligent and patient attention to his work. Lincoln's success can be attributed to his doing every task in a most efficient manner.

Efficiency is the result of the application of our knowledge and ability to the tasks to be done. Classmates, we must be concerned chiefly with the way in which we do our work and not in the amount we do. Some one has said,

"We try to gain the summit at a bound  
When we should reach it step by step  
And climb the ladder round by round."

Efficiency may be acquired if we keep the words of our motto in mind: "Not how much, but how well."

Anna Sweeney, '25.

———(o)———

### PRESENTATION OF GIFT TO SCHOOL.

Dear old school, soon we are to depart from you, but before we go, we are going to present a gift of remembrance of our happy days spent here. What shall it be?

Some one has said. "Give a person something he loves and his heart will beat



with the pulse of fate, whether at home, on land, or on sea.."

Our class has decided to give a flag to replace the one displayed in front of the school building. The flag is an inspiration for better citizenship. What better symbol can be placed in front of our school where future citizens of our United States are being trained. When we look at the flag composed of the colors, red, white, and blue, we behold the symbol of what God has given us, a Nation to love and to honor.

We hope that you will show appreciation of the flag in your loyalty and service, and as you see it flying, think of the Class of 1925.

'Tis not for the weight of the gift we care  
Nor how strong it is, nor how fair  
'Tis the spirit that's back of the giving  
That makes our life worth living.  
So let this gift, a message tell  
Expressed in our Motto, "Not how much,  
but how well."

May Duggan, '25.

—(o)—

#### ACCEPTANCE OF CLASS GIFT.

In behalf of the Windsor Locks High School, I wish to thank the Class of 1925 for their inspiring gift. It stands for principles for which our forefathers died while fighting under its colors. The red, white, and blue represent the bravery, purity, and valor, by which our country has been made the great nation that it is to-day.

The flag is also a reminder of our duty to our country, and the school is the place where a training in this responsibility is received. Therefore, it is a very appropriate gift.

Whenever, in passing the Windsor Locks High School, we shall see the emblem of our country, this starry banner of freedom floating in the breeze, we shall think of the Class of 1925 who presented us with this gift, and we shall strive to honor it, as loyal citizens of the United States.

Mary McHugh, '26.

#### CLASS PROPHECY.

While searching through my library for some reading material, I came across a diary which I had kept since my graduation from Windsor Locks High School.

On glancing through its pages my attention was attracted to this interesting entry concerning the worthy president of the Class of 1925.

February 1, 1930—

This afternoon at the Ritz Carleton Billiard Academy I saw Willie Hoppe, balk line billiard champion, lose his title to the Masked Marvel, one of the cleverest billiard players I had ever witnessed.

The crowd forced me to the front in their haste to congratulate the winner and as I grasped his hand he stepped back in surprise and asked me to remain after the crowd left.

I waited and he soon appeared and took me to a private room where he unmasked. I was completely astonished when I beheld the smiling countenance of August Midden, one of my former classmates. I learned from his conversation that "Speed" had purchased a pool establishment after leaving High School and by steady practice had become an expert with the cue. Gradually he defeated the best players in the country, always masked to conceal his identity and to draw crowds. I always knew that "Speed's" ability on the green cloth would bring him success.

This article was of such great interest to me that I decided to read through the book.

April 10, 1930—

At the winter Garden in New York, Mary Longo, one of the greatest American dancers and a former pupil of Michael Nickoloff, made her first appearance in America after a tour of Europe. New York critics claim that this performance classed her as the world's foremost terpsichorean artist. We all predicted Mary's success for she always had a fondness for dancing while in High School.

May 4, 1930—

To-day at Carnegie Hall in New York I heard a concert by the New York Symphony Orchestra, conducted by Joseph Loda. The concert was claimed by music critics to have been one of the best ever to have taken place in the famous Hall. We knew "Joe" would attain the heights



of success as a musician because he always showed exceptional musical talent.

June 7, 1930—

This afternoon I read an account in the New York Times stating that Mae Duggan, famous film actress, had signed a contract with the Paramount Film Corporation at a salary of \$10,000 a week. Her first appearance will be in "Hamlet" in which she is to play the part of Ophelia, the leading feminine role. May's success in our High School play revealed her acting ability and it was no surprise to me to learn of her good fortune.

October 5, 1930—

I attended a wrestling match at the Coliseum in Chicago to-day and saw Peter Cerri take the heavyweight championship from Strangler Lewis in two straight falls. I was not surprised at this because "Pete" was always trying headlocks and half nelsons on Burwood, while we were in High School.

This evening, while dining with a friend at his home on Riverside Drive, New York, I was introduced to Mille. Klemas, a prima donna of the Metropolitan Opera Company. At the first glance I did not recognize my former classmate for she was much changed since High School days. She told me a very interesting account of her career as a singer and how she had gained her present position. "Nat" always had an exceptional voice.

December 5, 1932—

I was greatly astonished by an announcement in to-day's Tribune of the coming marriage of Miss Amy Morrell to the Duke of Castlene of high standing in English social life. However, news of her marriage was not unexpected for she always had admirers even in High School days.

January 3, 1932—

Headlines in all of our newspapers to-day announce the choice of Anna Sweeney as Professor of Economics in Mount Holyoke College. This appointment did not surprise me for Anna was an honor student in High School.

March 10, 1932—

I heard an announcement over the radio from (WCAE) Washington, stating that George Chesnalevich, scientific farmer, former resident of Scantic, was recently chosen Secretary of Agriculture of the United States. George always had a natural ability as an agriculturist so that his high position in the farming world did not astonish me.

January 5, 1935—

This afternoon while walking down Main street, I saw a high-powered French touring car rolling down the street. It stopped in front of the bank and a prosperous looking individual with a diamond in his shirt front alighted. After directing his colored chauffeur to return to his Easy Street residence, he turned and was about to enter the bank when he saw me. He gave a start, walked briskly over to me and greeted me with "Hello, old boy! How are you? His features were familiar to me, but I could not place this portly figure. Noticing my surprise he gave me his card, saying, "Call to-night at eight and we'll have a little chat." I was so taken back that I did not notice the address until after he had entered the bank. It read, Francis Draghi, Real Estate Agent, 47 Easy Street, Windsor Locks.

June 17, 1934—

To-day, Miss Josephine Frey won the \$10,000 prize offered by the London Daily Times to the first woman to swim the English Channel. It was said by expert swimmers who were in a launch that followed her that she was the best woman swimmer they had ever seen. Her great feat in swimming the Channel was no surprise for she was an excellent swimmer while in High School.

November 3, 1934—

This afternoon I saw the annual football classic between the University of Maine and Dartmouth College. It was one of the best football games I had ever seen. No scoring was done by either team up to the last five minutes of the playing. Maine had the ball on her own goal line. It was the second down. The ball was snapped back to the full-back stading ten yads behind the line. He took it under his arm and went around left end, aided by remarkable interference, he knocked all opposition out of his path and traveled the free length of the field for a touchdown. Maine supporters cheered long and loud for Burwood, the full-back who had won the game for them. It was the same Burwood who was in my class in High School. The foundation of his success as a football player was made years ago on Saturday afternoons with his favorite team, the Cherry Lane Steam Rollers.

April 3, 1933—

This afternoon I went into the office of J. P. Morgan for an interview. After waiting for a minute in the outer office a young



woman came out of the private office and asked me for my card. I handed her one, she looked at it and gasped in astonishment. "You don't mean to say that you are Francis O'Leary. Don't you remember Arlene Hancock, your old classmate?" I looked at her closely and saw that it was indeed Arlene. I learned that after leaving school she entered the employ of the Underwood Typewriting Company as an expert typist. She remained with this company for several years and had won many prizes for her excellent typing. While attending a contest in New York her work came under the surveillance of Mr. Morgan's manager. He admired her work so much that he offered her a position as his private secretary at a large salary, which she accepted. She had remained in his employ since that time. Her success in the business world was natural, for she had won several prizes for excellent typing while in High School.

June 7, 1933—

To-day at the little church around the corner the marriage of Miss Clara Mather and Mr. Percival Montmorency, the steel king, took place. The couple left immediately after the ceremony for a trip to Honolulu. We always expected Clara to make a successful marriage for she had a large number of male friends while in High School.

No more entries after this date were recorded. I shall always preserve these interesting items concerning my classmates and in the future I shall hope to learn of their further success.

Francis O'Leary, '25.

——(o)——

### PROPHECY ON THE PROPHET.

One day in August, 1935, while on my summer vacation I thought I would go to the Polo Grounds in New York and see the New York Giants and Boston Braves engage in a game of baseball. I took an elevated train to the grounds and arrived there about fifteen minutes before the beginning of the game. After a little warming up of the teams the umpire walked to the center of the field and announced the batteries for the day. Try as I might I could not understand a word he was saying so I waited uneasily to see who the batteries would be. I noticed the Giants' catcher was very small in size, but active and of an athletic build. I thought I would keep my eye upon this catcher and

see if I could recognize him for he looked very familiar to me. Asking a fan who the small catcher was I was surprised to hear that he was Francis O'Leary, a young star, who was heralded as the premier receiver in the big leagues of the day. At the end of the game as I went out on the field to the clubhouse, Frankie Leary himself walked over and greeted me as only schoolmates should greet each other.

I always knew that Francis would some day be in the big leagues and his success was not unexpected for he had always been the star of our old High School nine.

Peter Cerri, '25.

——(o)——

### ADVICE TO THE UNDERGRADUATES.

Undergraduates of the Windsor Locks High School:—

Dear Kiddies: After three years of persistent effort to blaze a trail to fame and fortune, which should be easy for you to follow, we, as pioneers, believe it is our duty to give you the benefits of our struggles in a few words of friendly advice.

Primarily, it is important that you should remember that school begins on time. Since you have only two assemblies a week under the present system, it is of vast importance that you favor the school with your presence especially on these occasions.

We advise the baseball team to fill the suits left by the Seniors, as honorably as their former occupants have done.

Sober Juniors: Next September upon your return, by all school traditions, you will inherit the Hall of Wisdom vacated by the worthy Senior Class upon whom you are now gazing.

After careful consideration we have come to the conclusion that a few members of the Junior Class are in dire need of individual advice.

We would advise "Red" Lawson that whenever he is in Thompsonville he should be beware of any ropes that may be stretched across his path.

It would be best for Dorothy Phelps to curb her studious inclinations this summer, for she may endanger the position of the faculty.

If Henry O'Leary would not confuse his laundry checks with his shorthand papers it would save considerable time and trouble for the "Chink" and for his teacher.

Boisterous Sophs: It would be ex-



tremely beneficial to you and to the school if you would take a short course during the summer on how to control your vocal organs.

To the finale hoppers of the Sophomore Class, Douglas Barberie and Sidney Horton, we would advise that if they wish to maintain their standing as "sheiks," it would be desirable to invest in a higher priced car than a \$25 Ford.

We advise William Crowly to learn the distinction between tomato plants and cabbage plants, so that in the future he will not ruin Keevers' business by failing to identify these vegetables.

"Turbulent Freshies: Since you are regarded as the babies of the school, it is to be expected that you are the noisiest class. However, we can see no reason why you should not quiet down by next fall, as we do not believe the stairs are strong enough to hold your clumsy feet during another year.

Angelo Marconi would be far better off if he could keep his head in the French room during Ancient History and not keep the members of the Physics class in trouble watching him perform on the window sill.

We advise Everett Tate to purchase a steam engine so that when he arrives at the school he can refer to this engine in order to see that he has enough breath left to climb the stairs.

It would be best for "Pat" Duggan to exercise extreme caution while attempting to twist his tongue around "Nebuchadnezzar" in Ancient History.

If John Pohorylo would have his hair mowed off at least once every two months he would not be so easily mistaken for a travelling representative of the "House of David."

Our Honorable Principal, Mr. Hunt, would appreciate the trouble saved him writing passes if "Pete" Wallace would kindly arrive in school by 8.30 at least once a week.

We wish to congratulate members of the baseball team and the debating society on their splendid work during the past year.

Our association with you, undergraduates, has been most enjoyable and the entire class wishes you the greatest success during the rest of your high school days. We hope that you will strive as earnestly as we did to maintain the high standard of the Windsor Locks High School.

Joseph Lodola, '25.

## RESPONSE TO ADVICE

### TO UNDERGRADUATES.

We, the Undergraduates of the Windsor Locks High School, after listening patiently to your kind but unneeded advice, shall endeavor to thank you and at the same time offer a little advice to the class as a whole.

We might continue to tell for an hour what a fine and honorable class you have been but that would be considering but one side of your reputation. On the other hand a stranger might have thought you were freshmen instead of dignified Seniors from the noise he might have heard, sometimes, when you were passing to classes. In this respect, you might have done well to have imitated some of the lower classes.

We would also suggest that a few of you invest in a "Big Ben" alarm clock if you are going to continue staying out late at night, for you will not be able to get a pass from Mr. Hunt when you are late for work.

In spite of these criticisms we congratulate you on the successful presentation of the Senior Play. We thank you for your kind help in assisting in our various class programs.

The members of the baseball team will be greatly missed, especially our Captain, whose fighting spirit is unequalled by any other member of the team.

In a few words we are very sorry to see you go and as a parting word we extend to you a welcome to come back at any time to visit the old High School where the happiest days of your life were spent.

Edward Micha, '26.

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## STATISTICS.

### Who's Who in the Senior Class.

Oh, I beg your pardon. It was so careless of me but you see I was so absorbed in this book that I didn't see you.

It was my fault—but you see I, too, am busy reading.

Yes? what are you reading? I'm reading the statistics of the Senior Class.

Why so am I, but I haven't them all. Neither have I. Sit down and tell me yours.

Sure—if you tell me yours.

H'm—let me see. Here's one.

Name—Francis Draghi, known as "Blackie." Well, that's right. What he is—



talkative—but a sport. What he thinks he is—a man of affairs with a way with the girls. What he'd like to be—a movie director. Favorite food—sweets. Favorite expression—"Flutter away, gay butterfly;" and if he didn't believe you, which was often—he just said, "That's the oil." Favorite occupation—talking to the girls. You should see him entertaining at recess in the typewriting room. Favorite song—"Honest and Truly I'm in Love with You."

Here's one. Clary Mather—known as "Bobby." what she thinks she is—dress-maker from Paris. "Bobby" certainly could rake about clothes. What she'd like to be—a Mack Sennett Bathing Girl. Favorite food—"Dates" oh' I'll tell the world, Clara always said she had some, but she'd never pass them around. Favorite expression—"Call me up." Favorite occupation—strolling up North street. Favorite song—"Me and the Boyle Friend."

Oh, here's another. Name—Francis O'Leary—known as "Frankie." What he is—studious. That's right, too, "Frankie" always had his nose buried in some book. What he thinks he is—a farmer. You'd think so if you had heard his talks on farming in the Economics Class. What he'd like to be—a big league player—It won't take him long to be one either if he keeps on playing as he has played in the past year. Favorite food—Bohemian Sundae—there's more in this than meets the eye. Favorite expression—"Che malatia"—and he's Irish." Favorite occupation—giving us a line. Favorite Song—"We won't get home until morning."

Name—Natalie Klemas—known as "Nat." What she is—a flapper. What she thinks she is—a heart-breaker. What she'd like to be—a Follies Queen. She ought to make a good one for she has plenty of "pep." Favorite food—lemons. Favorite expression—"I'm screaming." Favorite occupation—decking herself out for a party. Favorite Song—"Everything you do is mine."

Peter Cerri—known as "Pete." What he is—mischievous. What he thinks he is—a second Rockefeller. What he'd like to be—a big game hunter. Favorite food—grapes. Favorite expression—"at ten-farthy." Favorite occupation—taking it easy. Favorite Song—"Oh, Peter, you're so nice." Wasn't it fine of some one to write that song?

"This is about 'Skeezix.'" Let's see.

Name—Kenneth Gilbert Burwood. Known as "Skeezix"—when he didn't get sore. What he is—the class wit. He was always making wise remarks. What he thinks he is—a big leaguer—"Oh dear, yes? What Well he has been manager of our illustrious baseball team so he may make good. Favorite expression—"What d'you know?" Favorite occupation—playing the harmonica—and oh, how he did play! Favorite Song—"The Bear went over the mountain." You ought to get "Skeezix" to sing it for you—no one can do it as well as he can.

Oh, here's Arlene Hancock's. She is known as "Peanut" but she was a lively one at that.. What she is—starving—yes, Arlene was forever raving about how hungry she was. What she thinks she is—tall and willowy, but not when she stands near a telephone pole! What she'd like to be—manager of Delmonico's restaurant—sure; then she could eat all the time. Favorite food—anything digestible. Favorite expression—"Gee! I'm hungry!" There you feels. are again. Maybe now you know how she feels. Favorite occupation—going to visit Amy's neighbors. But I am not going to tell you which particular one. It's a secret. Favorite song—"I won't get up—I won't get up—I won't get up from the table!"

Oh, here's Speed's. Do listen. Name—August T. Midden. He never would tell what the T. stood for. He is known as "Speed"—but he only showed speed in some things. What he is—a nice little boy. What he thinks he is—a bold, bad man—particularly man. Speed always tried to be dignified so as to make us think he was the Senior—but we knew his age. Favorite food—Red Pepper and "hot dogs." Favorite expression—"Hear that joke about—" Favorite occupation—visiting Buckland. Favorite song—"Oh, how I miss you to-night."

Mae Duggan. Known as Mae. What she is—petite—Oh, yes, small but Oh my! What she thinks she is—a deemure littlee country maid. What she'd like to be—a second Pavlowa—a dancer on the toes, you know. Shes got a start. She was a dancer in the play for a night. Favorite food—Love-nest. Favorite expression—"Escovi'llia-honk?" Favorite occupation—strolling to Bristol on Sunday afternoon. Favorite Song—"Show me the way."

Listen to this. Name—Joseph Lodola—known as "Gazooopy." Don't ever let any one mispronounce your name. See what



Joseph got because of it. What he is—temperamental.. What he thinks he is—Rudolph Valentino. What he'd like to be—a Beauty Contest Judge. Favorite food—kisses. Favorite expression—"Aw-cut-it-out." Favorite occupation—Sawing the fiddle. Not quite that. If all "sawing" were like his, what a nice world this would be! Favorite Song—"Let me be the last to kiss you good night and the first to kiss you good morning."

Listen to Anna's. Name—Anna Sweeney—real Irish, known as—Little Anna. What she is—one sweet kid. What she thinks she is—a—man-hater. What she'd like to be—an opera singer—we're not a bit surprised, Anna certainly can sing! Favorite food—Irish potatoees and oh' how she liked them. Favorite expression—"Oh, balloons." Some day Anna will fly away—she keeps calling on them so often. Favorite occupation—entertaining the "Murphy" twins. Favorite Song—"He's My Boy."

Josephine Frey—known as "Joe." What she is an athelete. What she thinks she is—a shy, retiring violet. What she'd like to be—a gym teacher: Favorite food—prunes. Favorite expression—"Oh, Gee!" "Joe" never said anything stronger than that. Favorite occupation—rocking the boat, yes, and it's a leaky boat at that. Favorite Song—"Long, long ago."

Oh, here's Neptune's. Name—George Chesnalevich—known as "Neptune." What he is—King of Scantic. What he thinks he is—a writer. What he'd like to be—a college professor. Favorite expression—"Retailers are crooks." Favorite occupation—teasing the girls—sometimes the girls teased him instead. Favorite Song—"She ain't what she used to be."

Well, I've enjoyed this chat immensely, haven't you?

Oh, very much—I must be going now. Good-bye.

Good-bye.

Now that she's gone I'll tell you hers. I couldn't do it while she was here, you know.

Oh, here it is. Name, Amy Morell. Known as "Amos." What she is—the only "real" Senior. You had me scared, you were so dignified the first few days. But you can't scare me now. What she thinks she is—an angel. What she'd like to be—chauffeur of a red car. Favorite food—axle grease. Favorite expression—"What the ham?" Favorite occupation—riding

around in a red car. Favorite Song—"Put away a little Ray of golden sunshine for a rainy day."

Well, I guess I can come back and tell you a few things about Mary. It's her turn now.

Name—Mary Longo—known as "Slippery," but you'd better take warning and not call her that or you may seriously regret it. What she is—"flaming youth." What she thinks she is—"A hard-hearted Hannah." What she'd like to be—"An Oriental dancer." That's not impossible. Favorite food—peaches. Favorite expression—"What would you give to know?" Favorite occupation—jazz dancing. Yes, we often had exhibitions. Favorite Song—"Hula Lou."

Mary Longo, '25.

Amy Morell, '25.

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#### CLASS WILL.

Know all men by these presents, that I, the Spirit of the Class of 1925, of the Windsor Locks High School, Town of Windsor Locks, County of Hartford, State of Connecticut, United States of America, being of sound and disposing mind, do make, declare and publish this, my last will and testament, and all former instruments made by me are hereby revoked.

As by the Grace of God, I, like others who have gone before me, have been allowed my allotted time and full enjoyment thereof, and as my principles have been above reproach; and being absolutely and undoubtedly sane, as the combined medical force of Windsor Locks can testify, I feel the keen necessity of placing some conditions upon the bequests about to be made.

I give, devise and bequeath to the Junior Class all the good advice found on the boards in Room Three. Juniors, since you are such a wild class, I hope that you will follow this advice that did the Class of '25 so much good.

I give, devise and bequeath to the Sophomore Class a fire alarm. Sophs, since you never seem to hear the bells when they ring, I am leaving you this alarm, which I hope is loud enough to be heard above the noise made by you.

I give, devise and bequeath to the Freshman Class a set of felt soles for their shoes. Freshies, the pounding made by you coming down the stairs is so dan-



gerous that it is to be hoped that in the future, by the use of these soles, you will be able to descend to the sidewalks with less peril of causing another earthquake.

To the various members of the lower classes we, as individual Seniors, do bequeath the following items of inestimable value, and to their heirs and assignees, to have and to hold forever.

Francis Draghi leaves to Henry O'Leary, a book by himself, entitled: "From Bed to Room Three in Five Minutes." "Scratchy," if you will apply the lessons from this book, you will arrive in school exactly at 8.30 every morning, instead of the usual time, 8.36.

Mary Longo bequeaths to Sarah Compaine a fog horn. Sarah, hereafter you can walk around the school with your nose in the book, in perfect ease without fear of being run into. Mary was knocked over so often, while trying to study on the way to class, that she finally hit upon this idea, which has proved a great success, and she wants you to have full advantage of it.

Natalie Klemas gives to Marie Midden her dramatic talent. Marie, if you use such talent as this to its full advantage, you may some day become famous as the greatest actress ever seen in the Follies.

George Chesnalevich leaves to Marcus Lawson a copy of Virgil's poems. "Red," this wonderful book needs no outside preparation, as it is very easily translated. It has a great advantage over the old fashioned Latin book, in that this one is printed in English.

Josephine Frey gives to Helene Leary, the cow-bell by which she kept track of her pencils during her high school career.

Helene, from now on when you want your pencil, just stop and listen. If you think you hear a cow in the next room, it is probably your pencil in search of a new home.

August Midden bequeaths to John Pohorylo a box of one hundred "Pittsburgh Stogies." "Pullett," we hope you will use these with as much regularity as "Speed" did, for we were able to set the clocks by the cloud of smoke seen coming up Church street hill at 8.40 every morning.

Arlene Hancock leaves to Edward Duggan a loud speaker. "Pat," in future classes, although you cannot be seen, you can easily be heard. Arlene has used this instrument during her days at the high

school, and has found it a most desirable help.

Frank O'Leary bequeaths to Edward Micha the mustache he used so successfully in the Senior play. "Chaff," the next time you find yourself in trouble, just hide behind this shrubbery and you will be completely out of sight.

Anna Sweeney gives to Lucille Knowles her musical ability. Lucille, the next time you go into classes with your lessons unprepared, make use of this ability. You have probably heard the old saying, "Music hath charms even to the savage beast."

May Duggan leaves to Angelo Marconi a book of poems written by herself. "Wuz-zie," after this you will have something to keep your studious mind occupied during study periods, when your next day's work is done, and you will also greatly help the study-hall teacher by keeping out of mischief.

Peter Cerri bequeaths to William Crowley his knowledge of the grocery business. "Patsy," when you succeed to the presidency of Keevers' Grocery Store, you will find this knowledge of inestimable value, as Pete was always a famous character in the grocery business.

Clara Mather leaves to the firm of Barberie and Horton, Incorporated, a set of her father's old automobile tools, to be used in the repair of any more Fords they may buy.

Joseph Lodola gives to Francis Dowd his ability as a bookkeeper. Francis, it is a bad habit to have to hunt for your books every day, so Joe wants you to take advantage of the ability by which he once kept track of a book for two full months.

Amy Morrell bequeaths to William Karges a ball and chain, Sing Sing model. Bill, Amy could always be found where her teachers told her to be, without the use of this implement, but it is a last resort in your case, since we know of no other way to hold you in one room for a whole period.

I do nominate Mr. Merle Hunt to be the executor of this, my last will and testament. In testimony whereof I have set my hand and seal, and publish and decree this to be my last will and testament in the presence of the witnesses named below, this twenty-second day of June in the year of our Lord, one thousand nine hundred and twenty-five.

Spirit of the Class of 1925.

Signed, sealed, declared and published by the said Spirit of the Class of 1925, as



for his last will and testament, in the presence of us, who at his request, and in his presence and in the presence of each other, having subscribed our names as witnesses hereto: Margaret Brett, Horace Drake, Hilda Rego, Donald Bercury, John Sullivan.

Kenneth Burwood, '25.

—(o)—

### THE MYSTERY PIE.

Here in the corner is a mystery pie for the Class of 1925. It has been cut into pieces. Each piece contains a thought of the past for each member of the class.

Francis, here's a clothes line.

In school you always had a line,  
For teachers and schoolmates sublime,  
So take this little gift with grace,  
Just continue and you'll win the race.

Natalie, here's a vanity case.

In Senior year you were a case,  
A perfect lady with a sober face?  
Accept this gift so rare  
And always use it with care.

Peter likes hunting.

Pete, do you recall the day,  
We asked you, "Why did you stay?"  
Just accept this rabbit  
Which you claimed had the same habit.

What's this?

Why Joe, this license must be for you,  
Because I know you're training hard  
and true,  
To drive a Chevrolet  
And you practice every day.

This must be for George.

George, this doll will ne'er be cross,  
If you decide to be the boss,  
As you did the other day  
In the three-act Senior play.  
Trolley tokens for Arlene,  
Be sure you stay at Amy's  
And don't go over to Hackey's,  
For we all know where you'll be  
If you stay right at your mama's  
knee.

A book for Joe on "How to Make Love."  
I'll present you with this book

And in reading it please look  
For points that during life you'll use  
If ever a sweetheart you choose.

Amy likes red cars.

Amy, remember how you did rave,  
About your little Ray  
You always wanted to go far,  
Now you can travel with this car.

These must be for Kenneth.

Why Kenneth here're love-proof glasses,  
Every time a girlie passes,  
Down go your lashes.  
I hope that later you will find  
A girl demure and refined.

Mary ought to have a dictionary.

Mary, you need a dictionary,  
To enlarge your vocabulary,  
And I hope you'll never tire  
Of looking up words to fire.

I wonder what this is?

Why, a box of red pepper for "speed."  
'Tis surely something you need.  
'Twill make you happy  
And also quite snappy.

And look!

Here, Anna, is an instrument,  
I hope will furnish amusement,  
As by yourself you stroll at night,  
When all your friends are out of sight.

What's here!

Francis, here's a ball and bat,  
For at a game you never sat,  
But aimed to win the game  
All for the sake of fame.

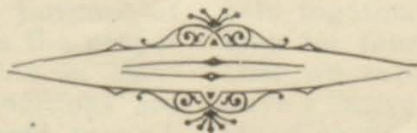
I wonder who is to receive this aeroplane.

Why, this is for May,  
So at Bristol she may stay,  
Now she can enjoy her date,  
With no fear of coming home late.

Clara, you have presented us each with  
a gift, and we want to see what the mys-  
tery pie has for you. Why, its a box of  
dates!

Take this box of dates  
And I hope you'll never wait.  
But to be "Frank" about it  
I hope you'll always have your bit.

Clara Mather, '26.





CLASS POEM.

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The time has come for us to part  
From our beloved schoolhouse on the hill,  
Within our breasts there glows an unknown thrill,  
Tho' we leave with an aching heart.  
Before us lies the world's vast plain  
On which we step to find our destined stand,  
To use our high school course, we demand,  
That four years have not been spent in vain.  
Foresight, thou shouldst be with us at this hour,  
We have need of thee now, as ne'er before,  
Shield us through struggles 'til we gain power,  
And be our guide forevermore.  
As all have done, who've gone before,  
We bid farewell to our schoolmates dear,  
With whom we've worked for many a year;  
One word we leave to inspire you more:  
There's wealth for you in the years spent here,  
There's wealth in your fond associations,  
And the retaining of these recollections  
Will be your strength in struggles drear.  
We've succeeded in reaching our longed-for goal,  
And soon to more arduous tasks we'll arrive,  
But we'll always remember "Not how much,  
but how well."  
Was the motto of the Class of '25.

George Chesnalevich, '25.



## GRADUATION EXERCISES.

### SALUTATORY AND ESSAY.

Members of the Board of Education, Mr. Harrington, Members of the Faculty, Parents, Friends, and Schoolmates, we appreciate your interest in us in coming here to listen to our graduation exercises and in behalf of the graduating class of nineteen hundred and twenty-five, I extend to you a most sincere and hearty welcome.

#### Modern Efforts for Better Citizenship.

In the last few years people have begun to realize more and more the necessity for better citizenship. After the revelation of dishonesty and inefficiency on the part of some of our high officials last year, public opinion demands greater loyalty on the part of future citizens. J. G. Holland has expressed this thought in the following lines from his poem entitled "Wanted:"

"God give us men. A time like this demands  
Strong minds, great hearts, true faith, and  
ready hands;

Men whom the lust of office does not kill;  
Men whom the spoils of office cannot buy;  
Men who possess opinions and a will;  
Men who have honor,—Men who will not  
lie."

But how are we going to fill the demand for better citizens? It is only through our schools that we may hope to meet this need.

Many people are devoting their time and effort to the study of better citizenship and are continually introducing new methods and plans in the schools to bring about the desired result. Massachusetts has passed a bill providing that "in all elementary and high schools civics shall be taught for the purpose of promoting public service and a greater knowledge thereof and of fitting youth morally and intellectually for the duties of citizenship."

A few months ago, a Home Lighting Contest was held in all the schools of America. Scholarship prizes were awarded to some of the winners. The purpose of this contest was to teach pupils the proper kind and arrangement of lights in their homes. In this way home conditions are improved, and a better environment created,

so that there is an incentive to the child to use his opportunities of education; for education begins at home. Health and Welfare organizations are also doing their utmost in training pupils in the responsibilities of citizenship in regard to the preservation of health and the prevention of disease.

In the year 1922-23 an oratorical contest on the Constitution was held. Over 8,000 orations were prepared by students. The purpose of this contest was to promote good citizenship and to induce an intensive study of the Constitution. Let me quote President Coondge in his speech at the final meeting of the first National Contest, held at Washington: "The National Oratorical Contest on the Constitution represents the most effective method of enlisting the interest of the young men and women of America in the study of our governmental institutions." This year there were seven winners of prizes in the contest and the winning orations were published in the leading newspapers of the country.

Hundreds of principals all over the country are organizing the children into school government and giving them public duties which they can perform. Charles Wilson, Principal of the Avondale Public School, Cincinnati, says, "the country took over education as a means to preserve the Union. How are you going to keep the union alive unless you have practice in self-government?"

There is one thing that we must teach our future citizens if we would have them become good citizens and that is the evils of racial hatred. This hatred between races is not a natural trait. Children do not have it, but it is the older people who put this idea of difference in classes into their minds.

The school people who are looking forward to a "more perfect union" in regard to the foreigners are not taking sides on the immigration question. They believe that as we are all here we must put our interests together, stop hating each other and look for those qualities in the other fellow that we can respect. It is impossible to have a "more perfect union" until we understand each other.



A government is what the people make it. If the government is bad it is because the people are bad. Good people make a good government. So it is up to us to educate our future citizens so that they will be fully prepared to do their duty to their country as leaders of the land.

Lincoln once said: "I view education as the most important, the most vital service we as a people can engage in, duly to appreciate the value of our free government."

Arlene Hancock, '25.

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### HISTORY OF OUR PUBLIC SCHOOL SYSTEM AND VALEDICTORY.

Sixty-four years after the founding of the first English Colony, Governor Berkeley of Virginia, in his report to the King, wrote that he was glad there were no public schools in the colony. How queer such a statement would sound to-day from one of our Governors, when we pride ourselves on our system of public schools.

Berkeley's ideas, however, were not to prevail, for the Virginian Colony was desirous of educating its people in order to promote self-government. The geographical conditions hindered the colony in establishing schools, but the eagerness of the people conquered these obstacles and they built schools according to the plan of the Colonies of Massachusetts and Connecticut. This was a provision that in every town of fifty householders, an elementary school was to be established, and in every town of one hundred householders, a grammar school was to be built. In this way public schools flourished in all the colonies. This system of public schools gave an opportunity to secure an education, to the wage-earner's child, as well as to the rich man's child.

After the Revolutionary War, the Ordinance of 1787, for the government of Western lands, provided that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged." Hereafter, when states were made out of this Western land each town was to preserve one section for school purposes.

As years went by, in order to encourage a broader sense of education, each state was to preserve two sections. By the Law of 1906, in the admission of the

state of Oklahoma, the proceeds from the sale of public lands were used for school purposes. Everywhere education was encouraged since it was very necessary for a democratic form of government to have an educated citizenship.

The school proposition soon became too large for the National Government and so it was placed in the hands of the several states. The states, although they have general supervision, have placed the direct administration of schools in the hands of the local communities. For this reason there is a great deal of variety in the organization and management of the schools. In rural communities the town or county is divided into school districts and schools are built according to the size of the district. The management of the schools in most cases, is in the hands of a School Board.

There is also a form of State Control giving the state, authority of school management by means of a board, superintendent or supervisor.

At first the rural schools were far inferior to those of the city but now they are almost on a par with city schools because of the great improvements made in our educational system together with better methods of communication and transportation.

At present our school system has a very high standard both in primary and secondary grades. Secondary schools have increased in number since people have realized the great value of trained minds.

Everywhere the business world requires that its employees have at least a high school education.

To-day boys and girls in the high schools are taught, not only the fundamentals of education, but also the principles of citizenship and responsibilities which they will have in their own communities. The schools also teach individuals how to use their leisure time to the advantage of body, mind, and spirit.

Students learn how to co-operate with their classmates, and teachers, and are thus enabled to understand and to work with others when they leave school to take up their life work.

Members of the School Board and Mr. Harrington:—

We, the Class of 1925, thank you for your interest in our education and your assistance in our activities.



## Members of the Faculty:—

We are grateful to you for your work in preparing us for higher institutions and for our part in community life. We appreciate the unlimited time which you have spent in helping us to be successful in everything we have undertaken.

## Parents and Friends:—

We thank you for the encouragement and help which you have given us throughout our High School course. You have enabled us to obtain our High School education.

## Undergraduates of Windsor Locks High School:—

We appreciate your co-operation in making us a worthy class and we hope you will have as much assistance as you have rendered us.

## Classmates:—

We have but a few moments left before we cease to be members of the Windsor Locks High. When enrolled as alumni we shall try to be as loyal members as we were students and classmates. Let us endeavor to prove "Not how much, But how well" we may accomplish whatever we are called upon to do.

Natalie Klemas, '25.



## CLASS SONG.

Sung to "In the Garden of To-morrow."

Our High School Days were laurels,  
Oh, that your mem'ry remain!  
With all our joys and sorrows  
And bring back our school days again.

## Refrain.

Dear classmates we fondly greet you  
We are lonely to-night,  
For the leaving comes, 'tis true,  
From those who taught us in the right.  
And we all are filled with sorrow  
For the farewell brings a sigh,  
But we'll e'er remember—  
Though far is to-morrow—  
Our four years at the Windsor Locks High.

We will bid our last farewell  
To our teachers so loyal and true.  
But where'er we are, or dwell  
We'll always give a thought to you.

Undergraduates and all the rest  
We trust that you'll be true,  
And give to your High School the best  
And the "best" will come back to you.

May Duggan, '25.



## CLASS NOTES.

### SENIOR CLASS NOTES.

On May 22 the Senior Class presented a three-act comedy entitled "Miss Buzby's Boarders." It was given successfully because of the co-operation of the members of the cast at their rehearsals together with the splendid coaching by Miss Baker and Miss Burke.

#### Cast of Characters.

Felix Marden	August Midden
Marguerite Marr	Anna Sweeney
Lillian Wendale	Clara Mather
Jerome Townsend	Joseph Lodola
Mr. Smith	Francis O'Leary
Pansy Purple	May Duggan
Jimmie Spangler	Francis Draghi
Miss Buzby	Josephine Frey
Mrs. Alexander Pettifer	Natalie Klemas
Mr. Alex. Pettifer	George Chesnavevich
Florinda	Mary Longo

The Senior Class wish to thank Mr. Graziani Graziano and Messrs. Metelli and Reilly for giving their services in the construction of the scenery. They appreciate the kindness of the Allen Pease Co., the Windsor Locks Furniture Store, and the American Writing Paper Co., for properties and materials used in the production of the play. They also thank the Blue Hills Orchestra for their musical program.

The following awards were presented to Miss Arlene Hancock, '25. Royal Typewriter Co., a certificate of proficiency and a gold pin for writing at a speed of fifty-two words per minute, with only four errors, for fifteen minutes; Underwood Typewriter Co., a bronze medal for writing forty-nine words per minute, with only six errors, for fifteen minutes; Remington Typewriter Co., a silver pin for writing forty-two words per minute with only two errors, for fifteen minutes.

Peter Cerri, '25.

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### JUNIOR CLASS NOTES.

The Juniors have prepared their essays for the Prize Essay Contest which will take place June 16, having been drilled for the

occasion by Mrs. Leary. The following members will participate: Dorothy Phelps, Mary McHugh, Margaret Brett, Florence Migliora, Sarah Compaine, Sophie Markman, Helene Leary, Elizabeth Jackson, Corine Burwood, Agnes Connolly and Edna Mocklis.

Alice Davies, who was a member of the Junior Class, has moved to Rhode Island.

The Juniors are considering samples of class rings.

Certificates of proficiency in typewriting were won by the following Juniors: Corine Burwood, Florence Migliora, and Dorothy Phelps in March and Mary McHugh and Mary Poloski in April. Mary Poloski was awarded a silver medal in the April test for writing at a speed of forty-two words per minute for fifteen minutes, with only three errors.

Edna Mocklis, '26.

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### SOPHOMORE NOTES.

On April 25, Mr. Hunt told the Sophomore Class that they might select a style for a class ring which they would receive the following September. A design from O'Neil & Cassella Co. was chosen.

An excellent program was presented on May 18, by the Sophomore Class under the direction of Miss Barrett. The program was as follows:—

Song, "America, the Beautiful."	School Forestry as Related to American Patriotism,
What Do We Burn When We Burn the Trees?	Douglas Barberie
What Is American Forestry Week?	Hilda Rego
Song, "America."	Horace Drake
Salute to the Trees.	School
Burning Homes.	Marion Phelps
What the Trees Teach Me.	Sidney Horton
Fire—The Destroyer.	Phyllis Frey
American Hymn.	Mary Boyle
	School

The Sophomore Class wishes to congratulate the Senior Class of '25 and wishes them success in the future.

Marie Midden, '27.



## SCHOOL NOTES.

During the spring term several interesting addresses have been given before the school in the activity period.

On Wednesday morning, April 8, Mr. Hunt addressed the school on the subject "Why Go to Church?" The following Monday he asked how many pupils attended church on Easter Sunday. A large majority of the school responded.

At assembly on April 22, Mrs. Abbe, a representative of the D. A. R. of Enfield, told us of a few incidents which happened in Windsor Locks during the Revolution. After assembly she talked to the members of the Biology Class on the subject of Prohibition.

On April 29, the Rev. W. P. Downes gave us some good points on the value of a high school education. He told us that there is a tendency for a pupil to study the subject he likes best and to spend less time on hard subjects, such as Latin and Mathematics. These subjects, however, are very important and profitable.

On the sixth of May, Mr. Hunt talked to us on the subject, "The Royal Road." He said that there are two roads in life. One is the road which is rugged in the beginning but smooth at the end. This is the road we are taking while in school. The other road is smooth at the beginning but rugged at the end. This is the road which many boys and girls take who are merely desirous of securing a job, and who do not wish to continue their education.

On the twentieth of May, the subject of Mr. Hunt's address was "Good things I know about Windsor Locks High School." "At present," he said, "there are at least ninety-three splendid things which I can say because there are eighty-seven pupils and six teachers in the school." He commended the Seniors for their co-operation in the production of their play, and the Juniors for their industry and quiet attention to work. He also spoke of the good spirit displayed by the captain of our baseball team.

On Tuesday morning, May 26, we listened to a very interesting address given by one of our Civil War Veterans, Mr. Charles A. Porter, a member of the class of 1859 of Windsor Locks High school. Mr. Porter's subject was "Memorial Day and the Flag."

He explained the true meaning of Memorial Day and showed us that it is a day on which to honor the memory of the fallen soldiers in all our wars. He described the symbolism of the colors, Red, White and Blue, and told us to be loyal to this flag and to the nation for which it stands.

On Monday, June 1, Mr. Austin F. Hawes of the State Forestry, addressed us on "The Care and Value of our Forests." He described many of the uses of our trees. He explained the process of lumbering to us and asked us for our co-operation in the protection of our forests.

Margaret Brett, '26.

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## BETA KAPPA DELTA NOTES.

At a business meeting held on Thursday, March 19, 1925, a committee was selected to arrange for the selection of a society pin. A representative from Peters' Company visited the society and showed samples. It was decided to limit the letters on the pin to Beta Kappa Delta.

On Thursday, March 26, the following topic was debated: "Resolved, that motion pictures do more harm than good." The negative team was composed of Francis Draghi, Julia McKenna, and Clara Mather, and the affirmative of Joseph Frey, May Duggan, and Lucille Knowles. The judges were Natalie Klemas, Hilda Rego, and Douglas Barberie. Their decision was in favor of the affirmative.

On Thursday, April 9, a business meeting was called. The Constitution of the Society was read and adopted. On Thursday, April 16, the question debated was "Resolved, that newspapers should not be allowed to print details of crime." The affirmative was upheld by Natalie Klemas, Edna Mocklis, and Mary Poloski and the negative by Anna Sweeney, August Midden, and Sophie Markman. The judges were Florence Migliora, Ruth Drake, and Dorothy Phelps. The negative side won.

On Thursday, April 23, a business meeting was held at which plans were made for the two competitive debates. From these debates the speakers for the final debate were to be selected.

The subject on Thursday, April 30, was "Resolved, that Windsor Locks should have a curfew." Helene Leary, Ruth Drake, and Marcus Lawson were on the affirmative side.



On the negative were Sarah Compaine, Edward Micha, and Phyllis Frey. The judges were Arlene Hancock, August Midden, and Horace Drake. Their decision was in favor of the negative side.

On Thursday, May 7, the choice of speakers for the competitive debate was made. The subjects for the debates were decided by ballot from a list of topics written on the board.

On Thursday, May 14, the first competitive debate was held. The question was "Resolved, that capital punishment should be abolished." Arlene Hancock, Francis Draghi, and Dorothy Phelps upheld the affirmative, while Mary Longo, George Chesnalevich, and Sarah Compaine upheld the negative. The judges were Mrs. Eddy, Miss Baker, and Francis O'Leary. The decision was in favor of the affirmative.

On Thursday, May 21, the second competitive debate was held. The topic debated was "Resolved, that the small high school is preferable to the large high school." The affirmative was maintained by Elizabeth Jackson, Horace Drake, and Natalie Klemas, and the negative, by Anna Sweeney, Francis O'Leary, and Phyllis Frey. The judges were Miss Baker, Mrs. Eddy, and Francis Draghi. The negative won.

The final debate of the year will be held on June 5 in the high School at 8 o'clock. The topic to be debated is "Resolved, that all immigration into the United States should be prohibited." Mary Longo, Anna Sweeney, and Natalie Klemas will uphold the negative, while Francis Draghi, Elizabeth Jackson, and Francis O'Leary will uphold the affirmative.

The judges for the best individual debater are to be Miss Elizabeth McCutcheon of Windsor Locks, Miss Eleanor Gantley, of Meriden High School, and Principal Edgar H. Parkman of Thompsonville High School.

The judges of the merits of the debate will be Supt. Daniel Howard of Windsor, Miss Natalina Migliora of Warehouse Point, and Mr. Harrington, Supervisor of Schools in Windsor Locks.

We are all looking forward to the debate with much interest, for the name of the best debater will be inscribed on the loving cup which was presented to the school by the Class of 1924.

Sidney E. Horton, '27, Reporter.

### With Apologies to Milton's "L'Allegro."

Hence all ye English texts,  
And with ye, all the monthly tests,  
Away with all the Latin books,  
And tutors' angry looks,  
Fly, thou Physics and Civics, so dire,  
Find some uncouth and dismal mire  
Together with reference books by the score,  
Be seen by our eyes nevermore.

But come, thou goddess, June, so fair  
Which to us seems an heir  
Of Vacation and refreshing Rest.  
Be sure and come quick, as you go  
"On the light fantastic toe,"  
"And in thy right hand lead with thee."  
A thoughtful Nymph, a Diploma, to me  
These favors, June, I ask of thee,  
That I may live in pleasure free.

G. D. C., '25

—(o)—

### With Apologies to Milton's "Il Penseroso."

Hence all ye social activities,  
And with ye, youthful jollities,  
Which fill the thoughtful brain with idleness  
So thick and many that they're numberless  
As the heavenly constellations,  
And haunt us for long durations,  
Dwell in some graveyard dark and dreary,  
So that ye shall never haunt me.

But hail! thou goddess, fair and lonely,  
Study, the friend of melancholy,  
Come to us, in our gloom and sadness,  
As you do in our best happiness.  
Such comfort it is to study Virgil,  
Or to dream of Æneas in his peril,  
To work on algebraic equations,  
And ne'er "get them" for infinite durations  
Wrap me in Physics' problems so pleasing,  
Let me dream, by a brook unceasing,  
There lulled to sleep by sweetest music,  
And brought to a land so fair and mystic,  
To wake some morning bright and early,  
With a mind refreshed sufficiently  
To reap more knowledge of the world.  
Ah! these pleasures, Study, give,  
And I, with thee, shall choose to live.

G. D. C., '25



## ATHLETIC NOTES.

The baseball team did not have a very successful season, winning but three of the eleven games played. Three principal reasons for the poor record were the inability to hit with players on bases, and the lack of coaching. These faults are brought out by the fact that six of the eight games lost were lost by margins of not more than three runs.

The pitching all season was good. The catching was excellent. The infield work was like a machine; but the outfield play was good only at times. The hitting was not very heavy, only two players hitting over 300, by available records (all games except those with the Alumni and Windsor). Henry O'Leary led the team with 381, with Micha runnerup, with 316. Micha led the scoring with 11 runs, followed by Frank O'Leary and Burwood with 9 each, and H. O'Leary with 8. Henry O'Leary did the hardest hitting, slugging 16 hits for 30 bases.

The line-up was as follows: Catcher, Frank O'Leary (Capt.), '25; pitcher, Joseph Lodola, '25; first base, Henry O'Leary, '26; second base, Peter Cerri, '25; shortstop, Edward Micha, '26; third base, Marcus Lawson, '26; left field, Angelo Marconi, '28. George McCue, '28, John Pohorylo, '28; center field, August Midden, '25, Frank Semino, '28, Francis Dowd, '28; right field, Kenneth Burwood, '25. ;;

The record:—

W. L.	13,	Alumni	15
" "	2,	Windsor	4
" "	3,	Suffield School	15
" "	10,	Bloomfield	7
" "	6,	Bloomfield	9
" "	8,	New Britain	4
" "	3,	Enfield	5
" "	13,	New Britain Trade	2
" "	7,	Agawam	8
" "	2,	South Manchester Trade	10
" "	11,	Enfield	13 (12 innings)

However, taking the season as a whole, the team did as well as it could be expected to do, Windsor, a team supposed to be far above the class of Windsor Locks, was held to 4 runs. The defeat by the Suffield nine was expected. The games with Bloomfield High were all they should have been. Probably the best game played was the one at New Britain, in which the High School defeated the State Trade School, 8-4. This game was interesting from start to finish.

The teams were about equal, neither side hitting heavy, both fielding loosely, both playing well with opponents on bases, and with several pieces of flashy fielding by players of both sides.

Enfield, the old rival of Windsor Locks, had to play good ball to win by 5-3. In the game at Windsor Locks, New Britain Trade was far off the form shown in the first game, and lost by a 13-2 score. The W. L. H. S. team led Agawam 7-3 to the eighth inning, but in this frame a little loose playing by the Windsor Locks team, together with a few Agawam hits, gave Agawam five runs and an 8-7 victory. The team had more than its share of tough breaks at South Manchester, and lost to the Trade School, 10-2. Enfield, in its return game, was forced into the twelfth for a 13-11 victory.

Another game is to be played with South Manchester Trade, and another with Bloomfield is possible.

Kenneth Burwood, '25.

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## EXCHANGE NOTES.

We acknowledge the following exchanges:—

"The Commercial News." The Commercial High School, New Haven, Conn.

"Brown and White," Stonington High School, Stonington, Conn.

"Somanhis Events," South Manchester High School, South Manchester, Conn.

"The Register," Burlington High School, Burlington, Vt.

"Chips," Richmond High School, Richmond, Vt.

"Sevier," Westerly High School, Westerly, R. I.

"Tech News," Worcester Polytechnic Institute, Worcester, Mass.

"Green and Brown," Flagstaff High School, Flagstaff, Arizona.

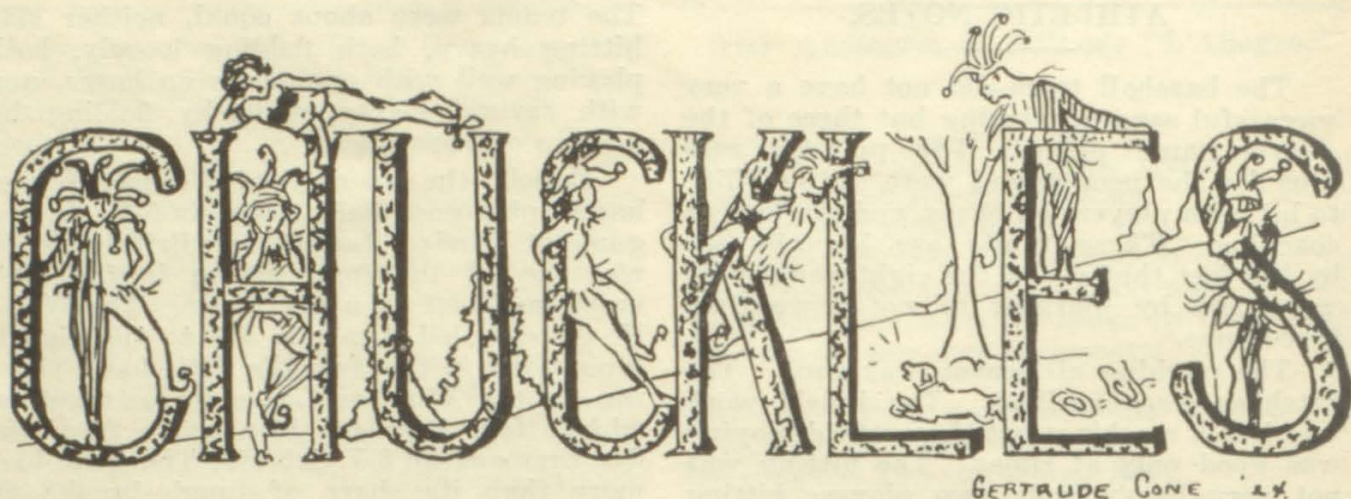
"Orange and Black," Middletown High School, Middletown, Conn.

"Agawam Mirror," Agawam High School, Agawam, Mass.

"Tunxis," John Fitch High School, Windsor, Conn.

"The Booster," Bryant and Stratton College, Providence, R. I.





GERTRAUDE CONE '24

As a ship was leaving the harbor of Athens a woman passenger approached the captain and pointing to the distant hills, asked:

"What is that white stuff on the hills, captain?"

"That is snow, madam," answered the captain.

"Is it really—?" remarked the lady. "I thought so, but a gentleman just told me it was Greece."—Selected.

The soldiers marched to the church and halted in the square outside. One wing of the edifice was undergoing repairs, so there was room for only one-half the regiment.

"Sergeant," ordered the Major, "Tell the men who don't want to go to church to fall out."

A large number quickly availed themselves of the opportunity.

"Now, Sergeant," said the Major, "dismiss all the men who did not fall out and send the others in—they need it more."

—Selected

"Ish we almost home cabby?"

"We'sh passhed it six times already, but the road keeps right on goin' by. We'll jus' have to keep goin' till it gets tired and stops."—Selected.

Young Brown got married. On pay day he gave his bride \$20 out of his \$25 salary and kept only five for himself. The second pay day he reversed the process.

"Why, Robert," she said in injured tones, "how on earth do you think I can manage for a whole week on a paltry \$5?"

"Hanged if I know," he answered. "I

had a rotten time myself last week. It's your turn now."—Selected.

#### Add Radio Mysteries.

What we can't understand about the radio is how the static knows you have company that night.

The Ruling Passion—Doctor No. 1: "Did you hold the mirror to her face to see if she was still breathing?"

Doctor No. 2: "Yes, and she opened one eye, gasped and reached for her powder puff."—Selected.

John when asked to recite started, "I is—Teacher: "No, John, not 'I is' but 'I am.'"

John: "I am the ninth letter of the alphabet."—Selected.

Soph: "But I don't think I deserve an absolute zero."

Prof: "Neither do I, but it is the lowest mark that I am allowed to give."

—Selected

Teacher in English Class: "There will be no home work for to-morrow."

Class: "The world's coming to an end."

Mother: "Why John, what are you bringing that turtle in the house for?"

John: "Why some people say that turtles live over two hundred years, so I want to see if this one will."

#### No Kick Coming.

Store Dealer: "This is the latest patent life-saving belt made, sir."

Traveler: "Are they quite reliable?"



Store Dealer: "Well, I may say we've sold dozens and never had a complaint."  
—Selected

Patient: "Doctor, what I need is something to put me in fighting trim."

Doctor: "Well, perhaps I had better send in my bill."

**Not at all Exclusive.**

Patron: "Do you serve fish here?"

Waiter: "Certainly, we cater to everybody."—Selected.

Teacher: "What is given, Mr. Barberie?"

Mr. Barberie: "Given two circles having equal sides."

Bo: "Hey Joe! Did you catch the feesh?"

Joe: "Yaw, I caught h'm by the tale."

Sister to Brother: "Say something nice about the cake to Mrs. Jones for giving it to you."

Brother to Mrs. Jones: "Gee, this cake is nice and smooth, just like it was made of cement."—Selected.

Joe: "You seem to be sick."

Tom: "Yes, I caught cold last night rigging a draft horse."

Daughter: "He says I am the nicest girl in town. Shall I ask him to call?"

Mother: "No, dear; let him keep on thinking so."—Selected.

Teacher: "William, what have you in your hand?"

William: "A—er—er—nothing, but I did have a minute ago."

A lady in a hurry to get the train wanted to buy a mouse-trap, so she ran into the nearest store and said, "Quick, clerk, give me a mouse-trap, I want to catch a train."

In study period a Senior was playing with a small looking-glass. He was turning the mirror to other students and saying "Look at the monkey." The teacher, who thought he was seeking help from someone said, "You can do that by yourself, Peter."





## JUNIOR PRIZE ESSAYS.

### EDUCATIONAL PROBLEMS.

#### First Prize.

Education is one of the most vital issues before America to-day. There, are, of course, many other subjects which confront us, such as that of law enforcement, religion and race prejudice, radicalism and the propagation of other undesirable forms of government. But, how many of these problems would be eliminated if the great educational movements and discussions could be settled and the best of them put into execution? Through education people may be taught that some principles are wrong and ought not to be tolerated, while others are right and should be respected.

America, from the beginning of her national life, has been trying to develop her industries, her trades, and her laws, but she has only just begun to realize that she has been neglecting the basic institution, the one on which all the others should, sensibly be founded.

We find that twenty-five per cent., one-quarter, of America's men drafted during the World War were illiterate. Such total ignorance as was exhibited concerning the essentials of American law and government shows us how pertinent is the need of a revolution in our national system of education. You will say that many of the drafted men were not American-born. True, but, also, a shameful percentage were what some people proudly call the "native stock." This fact is thus a challenge to our educational system to correct the faults and weaknesses in our present methods.

A task closely related to that of overcoming the illiteracy revealed by the World War is the education of the foreigner. There are other problems, too, such as the care and training of the delinquent child; the place in school and participation for the sub-normal child; consolidation of schools; and the influence of specialization.

Perhaps the most important challenge to be faced is the problem of the foreigner. He cannot and will not become a good American citizen unless we are willing to

meet him half-way. He comes here with a reverence and awe of America, almost pathetic in its sincerity. Is it for us to break down this reverence and sincerity? If we do, we shall fail in a sacred duty. The foreigner must be taught the ideals, customs, and traditions of the United States.

It is hard for him to adjust himself to these strange surroundings and social customs, so different from those of the old country. He must be guided carefully and sympathetically.

A proof that Americans are beginning to realize their duty to the new citizen, is the fact that all over the country, especially in the industrial sections, evening and trade schools are being established. Although comparatively new, they are increasing rapidly in number and attendance, and are doing a great work. As these schools become perfected and new methods are introduced, America will find that she has a more contented foreign element; one of which she can be justly proud not only in the industrial but in the civic, moral and social life as well.

The next problem, that concerning the delinquent, or wayward child, has aroused much argument and serious thought. Most people maintain that allowing such a child to mingle with other children, endangers the whole group socially as well as morally. There are a large number of schools which specialize in training such children. In these schools the delinquents are taught to become honest, earnest citizens. They are shown, by kindly competent men and women, how to differentiate between good and evil. In nine cases out of ten, these children grow up to be patriotic, upright men and women. On the other hand, how much better it would be if the parents of these children had been the ones to guide them, to protect them and to train them. Whose duty is it to rear the children, the state's or the parent's? If the parents would do their duty we should have less waywardness; young people would not bring disgrace upon their parents, and America would not have such crime waves as are sweeping our country to-day.



The third question, that of the sub-normal child, is difficult in that, in such cases, the needs of the individual must be considered. Some educators think that allowing the unusual child to mingle with normal children, will improve his condition. Sometimes he has only peculiarities, and no one knows a greater remedy for such things than for youth to be criticized by youth. It may be difficult and disagreeable for the child, but how much harder it will be for him if he is left alone, and later when he becomes a man, is obliged to face the world with such a handicap. Often, too, a child appears to be sub-normal only because he is sickly. There are now many child clinics which specialize in the diagnosis of such cases. Sometimes when the child has had a little medical attention he becomes like any normal, happy youngster. Health education from the early grades will help to correct the causes of sub-normal conditions in children.

A fourth, and great problem, is that of consolidation. Many people wholly disapprove of the "little red schoolhouse," saying that it is not only a menace to the health of the child, but to his education and morality as well. How absurd they are not to give it some credit, for have they forgotten that only a short time ago, it was the only form of educational institution in the country? They do not consider the self-reliance and dependability taught there, which cannot be taught so effectively in our present system of city schools. Surely they do not discredit the fact that in the past, America's greatest men and women have been trained in the rural, ungraded schools. William McAndrew, Superintendent of Chicago schools, tells us that had Lincoln been educated in the modern public schools he never would have attained the success he did.

On the other hand, by consolidation, maintenance cost is reduced, and the children can be taught in up-to-date, sanitary schools, where there is more and better material with which to work. Then, too, by contact with a large group of young people, a broadening influence is created for each individual child. He is given an opportunity to receive and weigh the opinions and views of many. This, of course, is impossible in a rural school.

Therefore, since there are good points on both sides, the more open-minded people think that each community must settle the question according to its own particular needs.

The last problem, that of specialization,

has recently taken the country by storm. Thousands of people are enthusiastic, declaring that it is just what America has always needed. They say that we have, too long, been a nation of dabblers and "Jacks of all trades." What we need is masters in each and every line.

They say, "Teach the boy so that he can choose his life work when he is in the grammar school. Then give him material which pertains to the particular subject he has elected. Don't bother with other subjects. They are a waste of his time." But, let us take, for example, the case of a young man skilled in mechanical drawing. He commands a good position at a good salary, for he is an expert, having specialized in mechanical drawing through his school life. But suddenly, through an accident, he loses the use of his right arm. What can he do? Certainly it is useless to try to go on with his former work, but still he has nothing else. So there he is, a young man, capable, industrious, but left, through no fault of his own, without any means of livelihood. Of course, being young and ambitious, he can start over again, but see how much he has lost, both mentally and financially, whereas, if he had a broader training he might be able to turn to some other course for his living. Because of such incidents and examples, many believe that, although America does need specialization, it must be a much more general and much broader specialization than at present. We must be practical, not theoretical, and we must not blunder in the education of our people, for human lives are too precious for such things.

These are but a few of the problems which occupy the attention of the American people to-day. Other nations, too, are considering some of these same questions and are adapting their system of education to them.

The World War, if it has done nothing more, has awakened the nations of the world to a realization that something must be done; that the future must be provided for; that the children of to-day must all be taught in such a way that, to-morrow, as men and women, they can take their stand against such things as militarism, Bolshevism, anarchy, race and social antagonism. They must be taught so that they may be able to look with keen, honest, intelligent eyes at the problems of the future. They must be taught to see and to realize the utter folly and horrible sacrilege of war. The youth of to-day and to-morrow will be



taught, must be taught, to settle national, international and universal disputes, not by annihilating a nation, crushing a race, slaughtering millions of innocent human beings, and utterly undermining the social, economic, and political foundations of the world, but by arbitration and compromise. They must be taught respect for other nations and races; to take as a matter of course the customs and rights within those nations and races. Above all, they must be taught that all men, in the sight of God, are created equal, and in that equality, have a right to live with their fellows in peace, happiness and security.

Elizabeth Jackson, '26.

—(o)—

### LOYALTY TO OUR CONSTITUTION.

#### Second Prize.

In 1789 some of the most prominent men of history met at the Constitutional Convention to draw up a Constitution for the United Colonies of America. The members of the Convention in large majority thought that the permanence and safety of the new government required provisions which should prevent a change of policy to meet every temporary wind of popular passion. One of its measures was that to amend the Constitution two-thirds of each House of Congress, and the legislatures of three-fourths of the state must concur.

After considerable confusion among the states this Constitution was ratified. It was essentially different from the Articles of Confederation in that it was to spring from the people and to have power over the people. A summary of the ideals is found in the preamble, which is as follows:—

"We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defence, promote the General Welfare and secure the Blessings of Liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

The people who drew up this Constitution did not have the advantages of education which are possessed by the present generation, but nevertheless as far as possible they lived up to their Constitution and endeavored to enforce its provisions.

Since that time we have had a great deal of experience in keeping the laws of our town, state and country.

Law enforcement, like charity, begins in

the home. Every parent knows that it is his duty to make laws which his children must obey. When boys and girls begin their school career, there are many more laws which they must observe. If they fail to obey the laws at home and at school, parents cannot expect them to live up to and obey the laws of their country.

In an address given before the "Committee of one thousand for Law Enforcement" it is said that for the people to disregard violation of the law is to force a return to the jungle where "might makes right." We, as citizens of the United States, do not wish this to happen to us, but if we continue to violate the eighteenth amendment it is hard to tell what may happen.

My purpose in speaking on "Loyalty to Our Constitution" is to prove that although this law forbidding the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is being violated by the people, yet great benefits are derived from prohibition.

Twenty years before prohibition had been adopted in this country many children were homeless. Fathers and older brothers were so induced to drinking alcohol that their families and younger brothers and sisters were forgotten. It was the weekly custom for many men on pay night to visit the saloons on their way home from work and to spend nearly all of the week's wages. The few dollars that were left were often thrown at the mother as the father entered the home, so intoxicated that he staggered to and fro.

Many benefits are being derived from prohibition, such as the increase in savings accounts, and the better clothing worn by the people. In New York more than seven thousand saloons have been closed and clothing stores erected in their places.

At present a man who is in the throes of the liquor habit has even a smaller chance to get occupation than he did formerly. The managers of the railroad and air service do not want men who drink, because of the great responsibility placed upon them. A steady hand and an accurate eye are essential to efficiency in such positions. Manual laborers of twenty years ago could consume a considerable quantity of liquor and still do their work although much to the dissatisfaction of their employers.



A third result of prohibition is that it has decreased the total number of deaths. In a pamphlet issued for the year of 1924, it was stated that only one person now dies for each that prospered as a result of liquor. Many people contradict this statement on account of the large number of accidents at the present day: But these are due to the violation of traffic laws. The fact that there were a larger number of deaths before prohibition is a true statement for alcohol is very harmful to the body and results sooner or later in death.

Before prohibition there were so many deaths that it was impossible to print them all in the headlines of our daily papers. Now whenever we pick up a paper we may see perhaps such an item as "two killed, found under the influence of liquor." This leads people to think that prohibition is not beneficial to the country, but if we stop to consider for a moment we shall realize that there were more deaths before prohibition but they were not made public.

The eighteenth amendment is being violated more than any other law of the Constitution. The following is taken from a recent editorial. Dueling was forbidden by law for 300 years before dueling actually stopped in Europe and America. Gentlemen still fought with swords or pistols, but they would not repeal the law. Finally custom caught up with the statute and dueling is dead. Prohibition has only been in force five years while alcohol was in use over 150 years.

It is the people who have the drinking habit that are so induced to drink alcohol to-day. The younger men who drink alcohol

do it to be smart and to prove that they can evade the law unharmed. Alcohol like dueling will soon die out.

Sometimes the seeming lack of progress makes it necessary for us to look back at the starting point in order to really appreciate how great a distance we have traveled.

The constant study of the harmful effects of alcohol on the body in the schools to-day will persuade the future generation not to drink alcohol. If we give Prohibition one-half the number of years that alcohol has been in use we shall find that it has done considerable more good to the country and to its citizens.

We, Americans, believe that our country is the greatest country on earth, that is, the country which offers the highest standards of living to its people and which stands for the highest ideals in its relation to other nations. We wish it to continue so, and whether or not the United States shall be the greatest nation in the world fifty years hence rests with the young men and women of to-day who will be the voters of to-morrow.

There is a great responsibility resting upon the shoulders of our future citizens. From our study of American History we have learned of the struggles of those patriots who made our nation what it is to-day. Future generations will study history to learn how the present generation will have contributed to the greatness of our country. Therefore, let us, to-day, do our part so that the wonderful progress of the past may continue.

Margaret Brett, '26.





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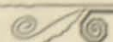
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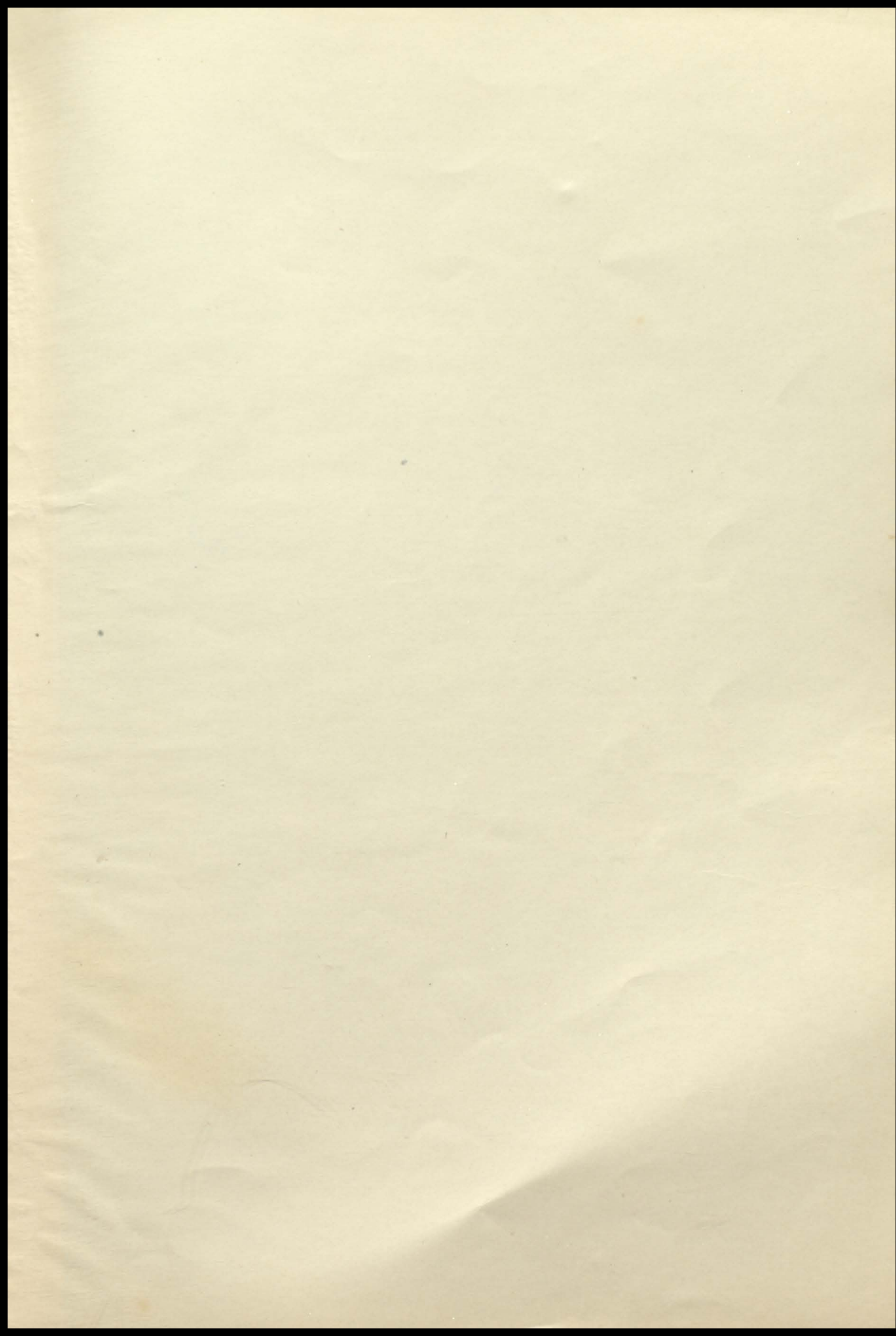
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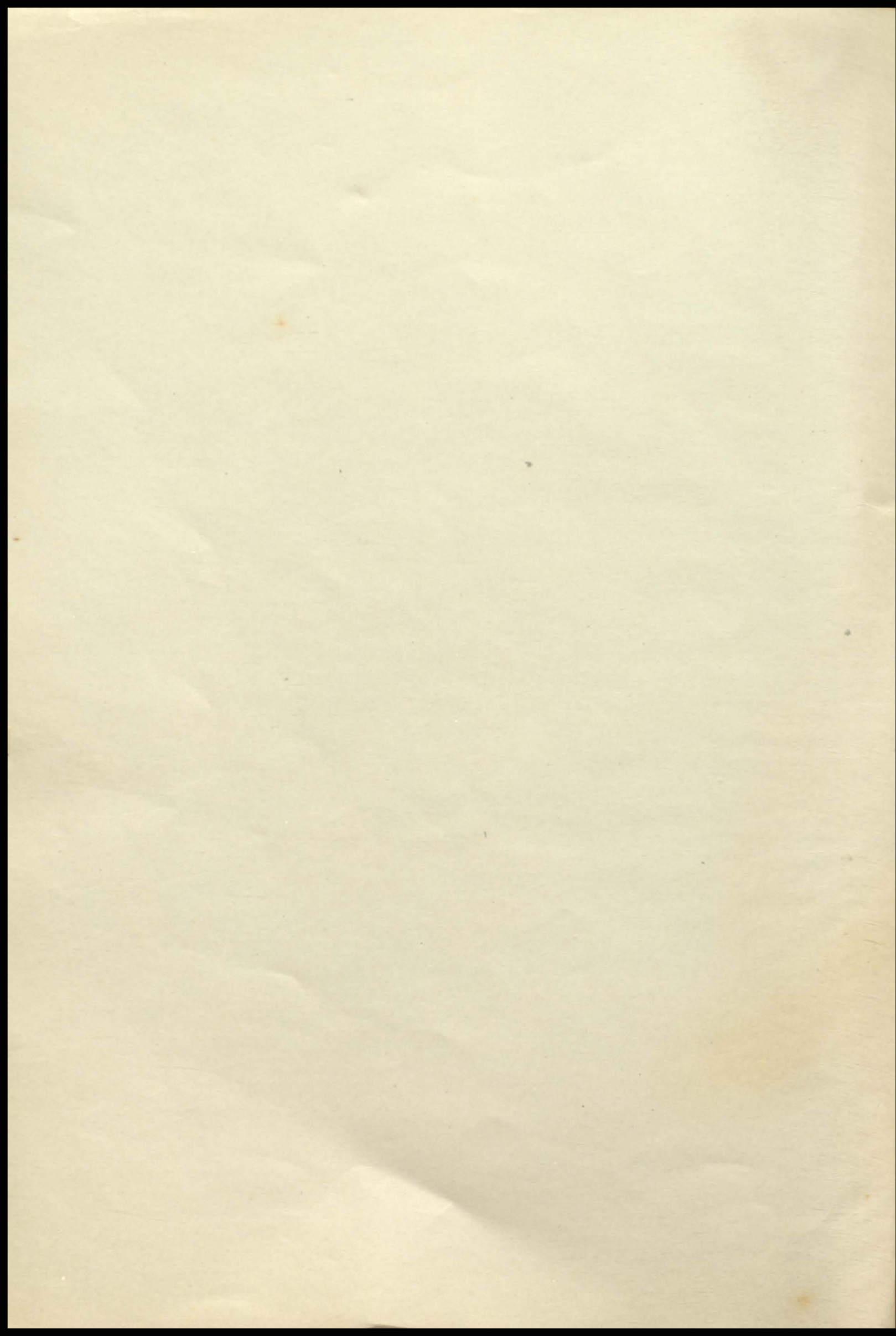
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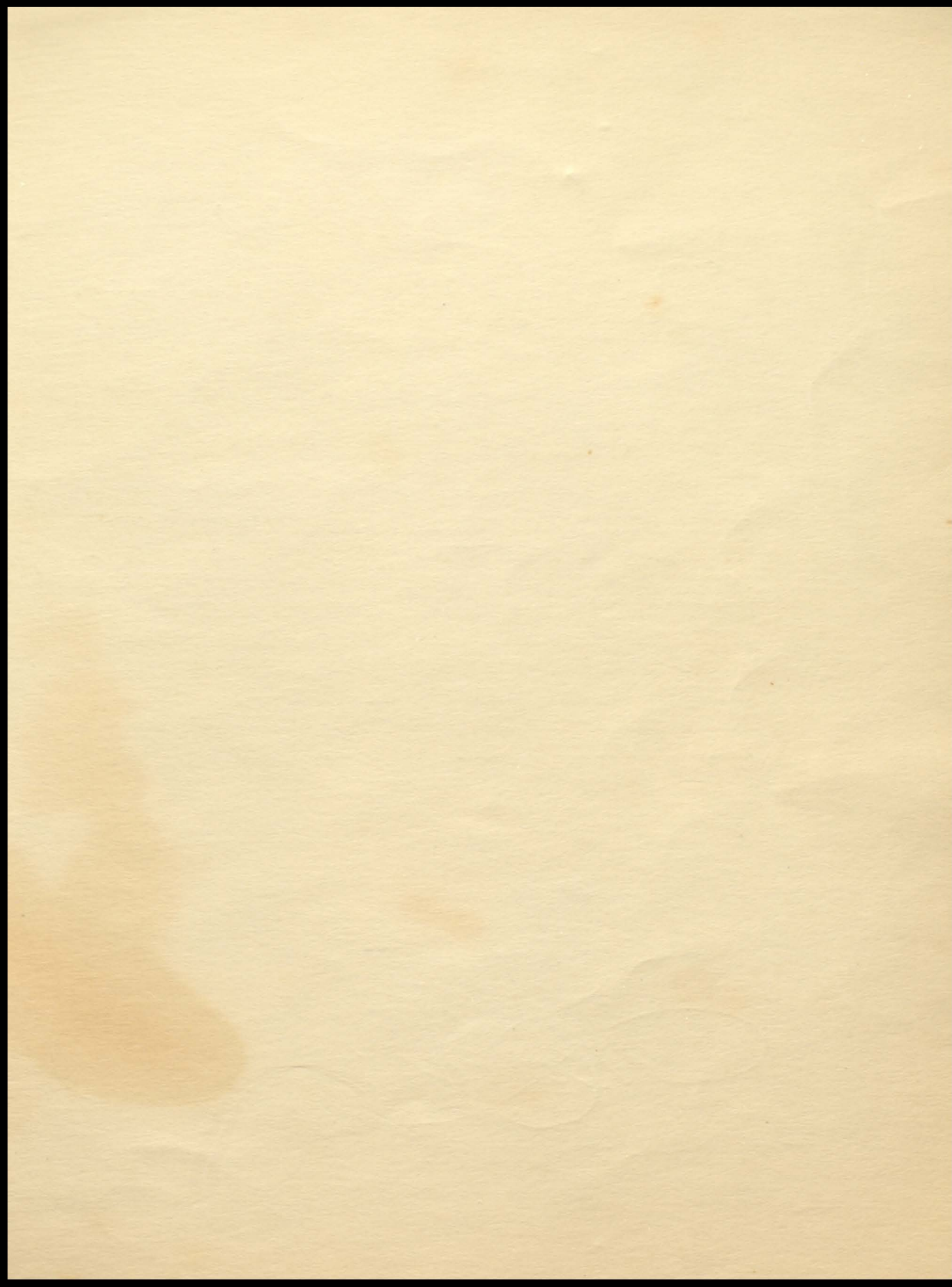














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